TILKA MANJHI BHAGALPUR

UNIVERSITY, BHAGALPUR

C. B.C.S Semester Wise Course Structure Of Bachelor of Arts Four Years Degree Course In AMBEDKAR THOUGHT AND SOCIAL WORK Under Choice Based Credit System In the Faculty of Social Sciences

(To be Effective from Session2023-27)

COURSEOFSTUDIESPREPAREDBY-

UNIVERSITY DEPARTMENT OF AMBEDKAR THOUGHT AND SOCIAL WORK

T. M. BHAGALPUR UNIVERSITY, BHAGALPUR 812007

Jyoti 19/09/2023

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HEAD
UNIVERSITY DEPARTMENT OF
AMBEDKAR THOUGHT AND SOCIALWORK
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विभागाध्यक्ष
वि० वि० अम्बेडकर विचार एवं समाज कार्य विभाग
ति० माँ० भा० वि० वि०, भागलपुर

SYLLABUS

BACHELOR OF ARTS

AMBEDKAR THOUGHT AND SOCIAL WORK

(CHOICE BASED CREDIT SYSTEM)

(A) Major Core Courses

Sl. No.	Sem	Type of Course	Name of the Course	Credits	Marks
1	I	MJC-1	Life And Missions of Dr. Ambedkar	6	100
2	II	MJC-2	Introduction to Social Work	6	100
3	III	MJC-3	Pre-Ambedkar Social Cultural Movement	5	100
4	III	MJC-4	Social science for Social Workers	4	100
5	IV	MJC-5	Social Thought of Dr. Ambedkar	5	100
6	IV	MJC-6	Social Case Work and Social Group Work	5	100
7	IV	MJC-7	Ambedkar and Contemporary Political Thinkers	5	100
8	V	MJC-8	Religious Thought of Dr. Ambedkar	5	100
9	V	MJC-9	Community Organisation	5	100
10	VI	MJC-10	Educational Thought of Dr.Ambedkar	4	100
11	VI	MJC-11	Dr. Ambedkar on Indian Constitution	5	100
12	VI	MJC-12	Social Action and Social Movements	5	100
13	VII	MJC-13	Dr.Ambedkar on Human Rights	5	100
14	VII	MJC-14	Social Work Research	5	100
15	VII	MJC-15	Economic Thought of Dr. Ambedkar	6	100
16	VIII	MJC-16	Social Policy and Planning	4	100

Sub Total = 80

(B) Minor Courses to be offered by the Department for students of other Departments of Faculties of Social Science

Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	I	MIC-1	Life And Missions of Dr. Ambedkar	3	100
2.	II	MIC-2	Introduction to Social Work	3	100
3.	III	MIC-3	Pre-Ambedkar Social Cultural Movement	3	100
4.	IV	MIC-4	Social Thought of Dr. Ambedkar	3	100
5.	V	MIC-5	Religious Thought of Dr. Ambedkar	3	100
6.	V	MIC-6	Community Organisation	3	100
7.	VI	MIC-7	Educational Thought of Dr.Ambedkar	3	100
8.	VI	MIC-8	Dr. Ambedkar on Indian Constitution	3	100
9.	VII	MIC-9	Dr.Ambedkar on Human Rights	4	100
10.	VIII	MIC-10	Economic Thought of Dr. Ambedkar	4	100

Sub Total = 32

Note: The Department may reduce the syllabus of the Minor Courses as per the credit distribution.The Department concerned may also decide practical courses.

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(C) Multidisciplinary Courses to be offered

Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	I	MDC-1	Dr. Ambedkar on Democracy	3	100
2.	II	MDC-2	NGO Management	3	100
3.	III	MDC-3	Disability and Social Work	3	100

Sub Total = 09

(D) Ability Enhancement Courses to be offered

Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	I	AEC-1	MIL	2	100
2.	II	AEC-2	Environmental Science	2	100
3.	III	AEC-3	Disaster Risk Management	2	100
4.	IV	AEC-4	NCC/NSS/NGOs/Social Service/ Scout and Guide/Sports	2	100

Sub Total = 08

(E) Skill Enhancement Courses to be offered

Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	I	SEC-1	To be selected from the basket (H)-SEC-1	3	100
2.	II	SEC-2	To be selected from the basket (H)-SEC-2	3	100
3.	III	SEC-3	To be selected from the basket (H)-SEC-3	3	100

Sub Total = 09

(F) Value Added Courses to be offered

Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	I	VAC-1	To be selected from the basket (I)-VAC-1	3	100
2.	II	VAC-2	To be selected from the basket (I)-VAC-2	3	100

Sub Total = 06

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Sl. No.	Sem	Type of Course	Name of Course	Credits	Marks
1.	v	INT-1	Summer Internship	4	100

Sl. No.		Type of Course	Name of Course	Credits	Marks
1.	VIII	RP-1	Research/Dissertation	12	100

Grand Total = 160 Credits

(G) Basket for Multidisciplinary Courses (MDC)

To be decided by Respective Department

(H) Basket for Skill Enhancement Courses (SEC)

See at the end of structure (this booklet)

(I) Basket for Value Added Courses (VAC)

See at the end of structure (this booklet)

(H) Basket for Skill Enhancement Courses (SEC)

Skill Enhancement Course(SEC)

Semester–I(SEC-1)

Science	SocialScience/Arts	Commerce
• AdvanceSpreadsheetTools • BasicITTolls • CreativeWriting • CommunicationinEverydaylife	• AdvanceSpreadsheetTools • PublicSpeakinginEnglishLanguage&Leadership • CreativeWriting • CommunicationinEverydaylife	• AdvanceSpreadsheetTools • DigitalMarketing • CreativeWriting • CommunicationinEverydaylife

Semester–II(SEC-2)

Science	SocialScience/Arts	Commerce
• Big Data Analysis • Beginners Course to Calligraphy • Introduction to Cloud Computing (AWS) • Personality Development &Communication	• Big Data Analysis • Beginners Course to Calligraphy • Personality Development &Communication • पटकथालेखन	• Big Data Analysis • Beginners Course to Calligraphy • Business Communication • Personality Development &Communication

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Semester–III(SEC-3)

Scienc e	SocialScience/Arts	Commerce
• Prospecting E-waste for sustainability • Visual Communication &Photography • Graphic Design & Animation • Statistical Software Package • Communication in Professional Life	• Personal Financial Planning • Visual Communication &Photography • Statistical Software Package • Communication in Professional Life • रचनात्मकलेखन • लेखन	• Prospecting E-waste for sustainability • Sustainable Ecotourism &Entrepreneurship • Visual Communication &Photography • Statistical Software Package • Communication in Professional Life

(I) Basket for Value Added Courses (VAC)

ValueAddedCourse(VAC)

Semester–I(VAC-1)

Science	SocialScience/Arts	Commerce
• Ayurveda&Nutrition • FinancialLiteracy • Ethic&Culture • ArtofBeingHappy • SwachBharat • FitIndia • Panchakosha:HolisticDevelopmentofPersonality • Culture&Communication	• Gandhi&Education • Sportsforlife • Ethic&Culture • ArtofBeingHappy • SwachBharat • FitIndia • Panchakosha:HolisticDevelopmentofPersonality • भारतीय भक्तिपरम्पराऔरमानवमुल्य	• DigitalEmpowerment • Sportsforlife • Ethic&Culture • ArtofBeingHappy • SwachBharat • FitIndia • Panchakosha:Holistic DevelopmentofPersonality • Culture&Communication

Semester–II(VAC-2)

Science	SocialScience/Arts	Commerce
• VedicMathematics • EmotionalIntelligence • YogaPhilosophy&Practice • Ethics&ValuesinAncientIndianTradition • ConstitutionalValues &FundamentalDuties • Social&EmotionalLearning • Ecology&Literature	• VedicMathematics • EmotionalIntelligence • YogaPhilosophy&Practice • Ethics&ValuesinAncientIndianTradition • ConstitutionalValues&FundamentalDuties • Social&EmotionalLearning • सृजनात्मकलेखन के आयाम	• VedicMathematics • EmotionalIntelligence • YogaPhilosophy&Practice • Ethics&ValuesinAncientIndianTradition • ConstitutionalValues&FundamentalDuties • Social&EmotionalLearning • Ecology&Literature

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Course Structure common to all Programme

Semester-I

SlNo.	Name ofCourse	Type ofCourse	L-T-P	Credit	Marks
1	Life and Missions of Dr.Ambedkar	MJC-1	6-1-0	6	100
2	Life and Missions of Dr. Ambedkar	MIC-1	3-1-0	3	100
3	Dr. Ambedkar on Democracy	MDC-1	3-1-0	3	100
4	MIL	AEC-1	2-1-0	2	100
5	To be selected form Basket (H)-SEC-1	SEC-1	3-0-3	3	100
6	To Be selected form basket (I)-VAC -1	VAC-1	3-0-3	3	100
TotalCredit- 20					

Semester–II

SlNo.	Name ofCourse	Type ofCourse	L-T-P	Credit	Marks
1	Introduction to Social Work	MJC-2	6-1-0	6	100
2	Introduction to Social Work	MIC-2	3-1-0	3	100
3	NGO Management	MDC-2	3-1-0	3	100
4	Environmental Science	AEC-2	2-1-0	2	100
5	To be selected form Basket (H)-SEC-2	SEC-2	3-1-0	3	100
6	To be selected form Basket (I)-VAC-2	VAC-2	3-0-3	3	100
TotalCredit- 20					

Detailed Syllabus Of AmbedkarThought and Social Work

SEMESTER-III

Sl. No.	Name of Course	Type of Course	L-T-P	Credit	Marks
1	Pre-Ambedkar Social Cultural Movement	MJC-3	5-1-0	5	100
2	Social Science for Social Workers	MJC-4	4-1-0	4	100
3	Pre-Ambedkar Social Cultural Movement	MIC-3	3-1-0	3	100
4	Disability and Social Work	MDC-3	3-1-0	3	100
5	Ability Enhancing Course (Course on Disaster Risk Management)	AEC-3	2-1-0	2	100
6	To be select from basket	SEC-3	3-1-0	3	100
Total Credit- 20					

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SEMESTER -III

TYPE OF COURSE :MJC-3
NAMEOFTHE COURSE : **PRE- AMBEDKAR SOCIAL CULTURAL MOVEMENT**
MARKS : 100 (70+30)
CREDITS : 5

CourseObjectives:

1. To understand the pre-Ambedkar movement in socially and culturally.
2. Discuss the great man work before the Dr.Ambedkar. Summarize the Satyashodhak Movement and apply the values in day to day life.
3. Analyze the social movement under the leadership of Mahatma Phule, Savitribai Phule,Tarabai Shinde, Sayajirao Gaikwad and Shahu Maharaj with contribution.

Course Outcome:

1 Students will be able to understand the social and cultural situation of India before Ambedkar's entry as a social and political reformer.
2 Students will also know about pre-Ambedkar social and cultural movement

Course Contents:

Unit	Content	Periods
Unit-I	**Background-** Social, Cultural, Economic and Political Background.	8
Unit-II	British Rule, Policies & its Overall Impact on Pre-Ambedkar Movement	8
Unit-III	**Mahatma Phuleand Satyashodhak Movement-** a) Writings of Mahatma Phule. b) Movement and Achievement of Mahatma Phule.	8
Unit-IV	**Savitribai Phule and Tarabai Shinde-** a) Writings b) Contribution in the Satyashodhak Movement.	8
Unit-V	**Social Reformers-** a) Sayajirao Gaikwad b)Rajarshi Shahu Maharaj	8

CourseMaterial/LearningResources

Textbooks:

Reference Books:

1. रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।
2. Dr. R.K. Kshirsagar-Dalit Movement in India.
3. Mahatma Phule Samagra Wangmay, Govt. Of Maharashtra, Mumbai.
4. PhuleGauravGranth-(Edited),EducationDept.Govt.OfMaharashtra,Mumbai.

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TYPE OF COURSE :MJC-4
NAMEOFTHE COURSE : SOCIAL SCIENCE FOR SOCIAL WORKERS
MARKS : 100 (70+30)
CREDITS : 4

Course Objectives:

(i) To understand the relationship between Sociology and Social work.
(ii) To understand the relationship between Economics and Social Work

Course Outcome:
1. Students will be able to relate the study of Social Work with other social science subjects.

Course Content:

Unit	Content	Periods
Unit-I	**Relationship between Sociology and Social Work.** **a.** Nature and Definition of Sociology, Pioneers of Sociology, **Society,** Meaning, Characteristics. The Process of Socialization mechanisms and the agents of Socialization, Concept of Society and Culture.	8
Unit-II	**Social Institutions:** a. **Marriage:** Meaning, Characteristics, Forms of Marriage, Mate Selection: Exogamy & Endogamy. b. **Family:** Meaning, Function of Family, Types of Family: Nuclear, Extended, Joint Family, Features of Modern Family and Trends.	8
Unit-III	**Relationship between Economics and Social Work.** a. Examples from theory and Practice. b. Creation and distribution of wealth c. Five Year Plans of India (with reference to social development and poverty alleviation programmes)	8
Unit-IV	**Relationship between Political Science and Social Work :** **a.** Definition of Politics in terms of state, power, resolution of conflicts. Concepts of Rights, Liberty, Justice and Equality, Power, Authority, Legitimacy, Totalitarianism and Autocracy. **b.** A critique of the Marxian theory of class, Communism. **c.** Power structure, classical theories of democracy.	8
Unit-V	**Relationship between Anthropology and Social Work.** a. Tribal society, towards a systematic view, kinship, descent and social structure, marriage, family and community. b. Development programmes and their impact on tribal population. Dislocation and resettlement, future directions of work in this area. c. Tribal population and development.	8

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REFERENCES:

Bhushan, Vidya and D. R. Sachdeva.An Introduction of Sociology. Allahabad: Kitab Mahal, 1989.

Davis, Kingsley. Human Society. Delhi: Surjeet Publications, 1981.

Deva, Indra and Shrirama. Society and Culture in India: Their Dynamics through the Ages, Jaipur: Rawat Publications, 1999.

Gisbert, P. Fundamentals of Sociology. 3rd ed. Bombay: Orient Longman Ltd., 1973.

Haralambos, M. Sociology: Themes and Perspectives. Delhi: Oxford University Press, 2013

Jayapalan. N. Indian Society and Social Institutions. Vol. 1 & 2. New Delhi: Atlantic Publisher and Distributors, 2001.

Johnson, Harry M. Sociology: A Systematic Introduction. New Delhi: Allied Publishers, 2003.

Kapoor, B. K. Indian Society: Structure and Change. Jaipur: Ritu Publications, 2013.

Patil, S. N. Handbook of Sociology. Jaipur: Vital Publications, 2007.

Perry, John and Erna Perry. The Social Web: An Introduction to Sociology. San Francisco: Canfield Press, 1973.

Rao, C. N. Shankar. Sociology. New Delhi: S. Chand and Company Ltd., 1993.

Rawat, H. K. Sociology: Basic Concepts. Jaipur: Rawat Publications, 2007. Singh, K. Principles of Sociology. Lucknow: Prakashan Kendra, 1999.

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TYPE OF COURSE **:MIC-3**
NAMEOFTHE COURSE : PRE- AMBEDKAR SOCIAL CULTURAL MOVEMENT
MARKS **:100 (70+30)**
CREDITS : 3

Course Objectives:

1. To understand the pre-Ambedkar movement in socially and culturally.
2. Discuss the great man work before the Dr.Ambedkar.
3. Summarize the Satyashodhak Movement and apply the values in day to day life.
4. Analyze the social movement under the leadership of Mahatma Phule, Savitribai Phule, Tarabai Shinde, Sayajirao Gaikwad and Shahu Maharaj with contribution.

Course Outcome:

1) Students will be able to understand the social and cultural situation of India before Ambedkar's entry as a social and political reformer.
2) Students will also know about pre-Ambedkar social and cultural movement.

Course Contents:

Unit	Content	Periods
Unit-I	**Background-** a) Social,Cultural,EconomicandPolitical Background. b) British Rule, Policies & its Overall Impact on Pre-Ambedkar Movement	8
Unit-II	**Mahatma Phule and Satyashodhak Movement-** a) Writings of Mahatma Phule. b) Movement and Achievement of Mahatma Phule.	8
Unit-III	**Savitribai Phule and Tarabai Shinde-** a) Writings b) Contribution in the Satyashodhak Movement.	8
Unit-IV	**Social Reformers-** a) Sayajirao Gaikwad b) Rajarshi Shahu Maharaj	6

CourseMaterial/LearningResources :

ReferenceBooks:

1. Dr. R.K. Kshirsagar-Dalit Movement in India.
2. Mahatma Phule Samagra Wangmay, Govt.Of Maharashtra,Mumbai.
3. Phule Gaurav Granth-(Edited), Education Dept. Govt. Of Maharashtra, Mumbai.

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TYPE OF COURSE : MDC-3
NAMEOFTHE COURSE : DISABILITY AND SOCIAL WORK
MARKS : 100 (70+30)
CREDITS : 3

Course Objectives:

1. To understand the concept of disability, needs and challenges of persons with disability(PWDs).
2. To understand the prevention and rehabilitation measures to empower and mainstream the PWDs.
3. To orient on the rights based perspectives with persons with disability.

Course Outcomes:

1 Capable to understand the problems and concerns of persons with disability.
2 To orient with policies and programmes related to differently abled persons.

CourseContents:

Unit	Content	Periods
Unit-I	**Understanding Disability** 1.1 Concept and meaning: Disability, Impairment, Handicap and different liable persons. 1.2 Causes of disability, incidence and prevalence of disability in national and international perspectives 1.3 Categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disabilities.	8
Unit-II	**Needs,ProblemsandServices:** 2.1 Needs and problems of persons with disability, legislations related with disability(PWD Act) 2.2 Disability movement: from welfare to right based approach, Institutional and non-institutional services 2.3 Models of Disability: The charity model, bio-centric model, functional model andhumanrights model, inclusive education model	8
Unit-III	**PreventionandRehabilitation** 3.1 Prevention of Disability 3.2 Societal attitude toward Persons with Disability, (PWD): Stigma, discrimination, oppression and social exclusion	8
Unit-IV	**Disability:rightsbasedperspective** 4.1 Human rights and person with disability- UN Declaration of human rights of disabled persons. 4.2 Human rights violations and protection of rights of differently abled.. 4.3 Mainstream in grand empowerment in ideology as social work Intervention.	6

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Readings:

Classic:

1. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001).*Handbook of DisabilityStudies.*California: SagePublications.
2. Oliver, M., &Sapey, B. (eds.) (1998).*Social Work with Disabled People*. London: Palgrave Macmillan.
3. Sen, A.(1988).*Psycho-Social Integration of the Handicapped: A Challenge for Society.*
   a. NewDelhi:MittalPublishers.

Compulsory:

4. Albrecht, G.L., Seelman, K.D., & Bury, M (2001). *Handbook of Disability Studies.*California:SagePublications
5. Kundu C.L (ed) (2003).*Disability status India,* New Delhi, Rehabilitation Council ofIndia.
6. Puri, M. & Abraham, G. (eds.) (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*. New Delhi: SagePublications
7. Rothman, J.C.(2003).*Social Work Practice Across Disability.* Boston: Allyn & Bacon.

Additional:

8. Batra, S. (2004). *Rehabilitation of the Disabled: Involvement of Social Work Professionals.* NewDelhi:*RCI*
9. Banerjee, G.(2001). *LegalRightsofPersonwithDisability,*NewDelhi:RCI.
10. Rothman, J.C.(2003). *Social Work Practice Across Disability*. Boston: Allyn & Bacon.
11. Karna, G.N. (2001).*Disability Studies in India: Retrospect and Prospects*, New Delhi: Gyan Publishing House.
12. Karna,G.N.(1999). *United Nations and the Rights of Disabled Persons:A Study In Indian Perspective.* New Delhi:APH Publishing Corporation.

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TYPE OF COURSE :AEC-3

NAMEOFTHE COURSE : COURSE ON DISASTER RISK MANAGEMENT

MARKS :100 (70+30)

CREDITS : 2

Syllabi as per University/College Decision

TYPE OF COURSE :SEC-3

NAMEOFTHE COURSE : SKILL ENHANCEMENT COURSE

MARKS :100 (70+30)

CREDITS : 3

Syllabi as per University/College Decision

SEMESTER-IV

Sl. No.	Name of Course	Type of Course	L-T-P	Credit	Marks
1	Social Thought of Dr.Ambedkar	MJC-5	5-1-0	5	100
2	Social Case Work and Group Work	MJC-6	5-1-0	5	100
3	Ambedkar and Contemporary Political thinkers	MJC-7	5-1-0	5	100
5	Social Thought of Dr.Ambedkar	MIC-4	3-1-0	3	100
6	Ability Enhancing Course (Course on NCC/ NSS, NGOs/ Social Service/ Scout & Guide/Sports) (To be select from AEC-4)	AEC-4	2-1-0	2	100
Total Credit- 20					

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TYPE OF COURSE : **MJC-5**
NAMEOFTHE COURSE : **SOCIAL THOUGHT OF DR. AMBEDKAR**
MARKS : **100 (70+30)**
CREDITS : 5

Course Objectives:

1. To understand the social background of Indian society and critique the social stratification, Varna and caste system.
2. To describe the Dr. Ambedkar's the orison caste and to understand the method of annihilation of castes.
3. To discuss Dr. Ambedkar's movement for annihilation of untouchability and the measures suggested by him can be apply in real life.
4. To understand Dr. Ambedkar's concept of casteless society and support or reconstruction of Indian society.

Course outcome:

1. Students will be able to understand the caste system and its consequences on Indian Society.

2. Students will also get acquainted with the view of Ambedkar on caste and what does a casteless society holds in itself.

Course Content:

Unit	**Content**	**Periods**
Unit-I	**Social Background of Indian Society -** **a)** Social Stratification-Concept, Characteristics and Types. **b)** Varna System-Natureand Types. **c)** Caste System-Nature and Types.	10
Unit-II	**Dr. Ambedkar Theories on Caste-** **a)** Theory of Origin of Caste. **b)** Structure of Caste. **c)** Caste-Class Theory. **d)** Annihilation of Caste.	10
Unit-III	**Dr. Ambedkar Theories on Untouchability-** **a)** Nature of Untouchability. **b)** Theory of 'Broken Man'.	10
Unit-IV	**Dr. Ambedkar Theories on Untouchability-** **a)** Theories of Origine of Untouchability. **b)** Annihilation of Untouchability.	10
Unit-V	**Dr. Ambedkar and Reconstruction of Society-** **a)** Caste Less Society. **b)** Reconstruction of Social Structure.	10

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Course Material/ Learning Resources

Text books: Reference Books:

1) रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।

2) Dr. Babasaheb Ambedkar Writing and SpeechesVol.1,3,5,7,9,17, Education Dept., Govt. of Maharashtra.

3) Jatav, D.R.-Social Philosophy of Dr. Ambedkar.

4) Mechael Mahar- Untouchables in contemporary India.

5) Rajshekhar, V.T.-Dalits- The Black Untouchables of India, Clarity Press Atlanta, U.S.A.

6) Zelliot, Elennor- Untouchables to Dalit:Essay of Dr. Ambedkar Movement, Manohar Publishers, Delhi, 2001

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TYPE OF COURSE : MJC-6
NAMEOFTHE COURSE : SOCIAL CASE WORK AND SOCIAL GROUP WORK
MARKS : 100 (70+30)
CREDITS : 5

Objectives:

1. Understanding of behaviour and coping capacities of individuals and groups.
2. Understand the principles and techniques of working with individuals and in groups.
3. Develop skills to apply group work method and case work method.
4. Understand application of case work method and group work method in various settings.

Course outcome:-

1. Able to demonstrate the familiarity with casework process and Group work process.
2. Capable to understand the methodology, tools, techniques and skills required for working with individuals, families and groups.

Course contents:

Unit	Content	Periods
Unit-I	**Social Case Work:** Meaning, Definition, Nature, Objective and Scope, Components of case work, Historical development of the method of case work, importance of the method. Values and basic principles underlying work with individuals	10
Unit-II	**Social Case Work Process:** Initial contact/Contract, Social study, Analysis and Assessment, Intervention, Evaluation, Termination and Follow-up. Application of method to concrete problems as a result of environmental/circumstantial factors. Introduction to approaches in working with individuals and families. Phases in the problems solving process from initial contact to termination.	10
Unit-III	**Theories and Models of Helping:** Psycho-analytical, Psycho social, Problem solving, Crisis Intervention. Growth of professional self. Meaning, Importance, Uses of recording. Types of recording, summary and evaluation.	10
Unit-IV	**Social Group Work**- Meaning, Definition, objectives, purpose and scope. Principles of social group work. Group and significance of different groups in the life of the individual /Society. Historical development of group work as a method with special reference to India with contextual relatives.	10
Unit-V	**a) Group Processes and Dynamics**: Types of groups, Process of Group Work - Fact-finding, Analysis and Assessment, Intervention, Evaluation, Termination and Follow-up. **b) Dynamics of group**, Group behaviour: Interaction patterns and Dynamics, Stages of group work. Role of group worker in different stages of group work practice. **c) Knowledge, skills and techniques for effective work with groups** – problem solving, program planning, program as a media, use of resources, Group Counselling. **d) Application of group work in different settings:** children, adolescents, older persons, Women and persons with disability.	10

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REFERENCES FOR CASE WORK :

1. Biestek, F.P The Case Work Relationship, London, George Allen &Unwin, 1957.
2. Friedlander, W.A.: Concepts and Methods of Social Work, New Delhi, Prentice-Hall, 1964.
3. Goldstein: Ego Psychology and Social Work Practice, New York, Free Press, 1984.
4. Hamilton: Principles of Social Case Recording, NY: Columbia University Press, 1946.
5. Hamilton, G: Theory and Practice in Social Case Work, NY: Columbia University Press, 1950.
6. Hollis: Case work: A Psychosocial Therapy, New York, Random House.
7. Mathew, Grace: An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences,1992.
8. Perlman, H.H: Social Case Work: A Problem – Solving Process, Chicago, University of Chicago Press, 1957.
9. Richmond, Mary E: Social Diagnosis, New York, Free Press, 1917.
10. Roberts, Robert W and Robert H nee (Eds) 1970: Theories of Social Case Work, Chicago, University of Chicago Press, 1970.
11. Skid more, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice-Hall, Englewood Cliffs, New Jersey, 1982.
12. Timms, N: Social Case Work: Principles and Practice, London, Rout Ledge and Kegan Paul 1964.
13. Turner, Francis j (Ed); Social Work Treatment, New York, The Free Press 1974.
14. Turner, F.J(Ed): Differential Diagnosis and Treatment in Social Work, New York, The Free Press,1976.
15. Upadhyay, R.K: Social Case Work- A Therapeutic Approach, Rawat Publications, Jaipur, 2003.
16. Young, Pauline V: Interviewing in Social Work, NY, McGraw Hill Book Co.1935

REFERENCES: (FOR GROUP WORK)

1. Balgopal, P.R. and Vassal, T.V: Group on Social Work – An Ecological Perspective, Macmillan Publication Co., New York, 1983.
2. Kemp, C.G: Perspectives on the Group Processes, Houghton Mifflin Co. Boston 1970.
3. Klein, A.F: Social Work through Group Process, School of Social Welfare – State University of New York, Albany, 1970.
4. Konopka, G: Social Group Work: A Helping Process, Prentice – Hall, Inc. J.J.1963.
5. Middleman, R.R.: The Non-verbal Method in Working with Groups, Association Press, New York, 1968.
6. Milson, Fred: An Introduction to Group Work Skills, Routledge and Kegan Paul, London, 1973.
7. Sundel, M., Glasser P Sari, R &Vinter, R: Individual Change through Small Groups, The Free Press, New York, 1985.
9. Trecker, H.B: Social Group Work – Principles and Practices, Association Press, New York, 1970.
10. Wilson, G. and Rayland, G: Social Group Work Practice, Boston, Houghton Mifflin Co, 1949
11. Venkatasen,S., (2004), Children with Developmental Disabilities, Sage, New Delhi
12. Geoffrey, L.G. &Ephross, P.H. (1997) Group Work with Population at Risk. New york: Oxford University Press.
13.H.Y.Siddiqui(2008) Group work: Theories and Practices: Rawat, publications

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TYPE OF COURSE : **MJC-7**
NAMEOFTHE COURSE : **AMBEDKAR AND CONTEMPORARY POLITICAL THINKERS**
MARKS : **100 (70+30)**
CREDITS : 5

Course Objectives:

1) Understand the different concepts of Nation, Socialism, Democracy, Secularism,
2) Understand the Ambedkar's concept of nation.
3) Know about the perspective of different political thinkers

Course outcome:

1) Students will know about the different concepts of Nation, Democracy, Social Justice, Socialism and Secularism
2) Students will be able to know these concepts from the perspective of different political thinkers.

Course Content:

Unit	Content	Periods
Unit-I	**Concepts:** (i) Concept of Nation, Nationality, Nationalism and Nation-building (ii) Ambedkarian framework of Nation building (iii)Nation building in India: obstacles, issues, challenges and prospects	10
Unit-II	**Democracy:** Meaning, concepts and Characteristics of Democracy, Obstacles on Indian Democracy with reference to Ambedkar's views.	10
Unit-III	**Democratic Values and Social Justice:** (i) Liberty, Equality, Fraternity and Justice (ii) Social Justice and Social Change Concept, Relation to Social Justice with equality, Law and peaceful co-existence (iii) Dr.Ambedkar as a propounder of Social Justice in India (iv) Economic Justice and Ambedkar	10
Unit-IV	**Socialism:** (i) Concept (ii) Characteristics (iii) Ideas of Marx, Lohia and Ambedkar (iv) State Socialism of Ambedkar (V)Democratic Socialism (vi) Equality and Socialism	10
Unit-V	**Secularism: (i)** Nature and concept (ii) Views of Gandhi, Nehru, Ambedkar and Lohia (iii) Comparison with Western Secularism	10

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REFERENCES:

Books Recommended:

1. रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।
2. जाटव, डी.आर.:– राष्ट्रीय आन्दोलन में डॉ. अम्बेडकर की भूमिका, जयपुर।
3. The Political Philosophy of Dr. B. R. Ambedkar- D.R.Jatav.
4. The Political Thought of Dr. B. R. Ambedkar-K.S. Bharathi.
5. B. R. Ambedkar onFederalism,Ethnicity and Gender Justice- Nazir Hasan Khan
6. The Social Context of an Ideology
7. B. R. Ambedkar : His political and Social Ideology- S.K. Bakshi
8. Gandhi AndAmbedkar: Political thinkers of Modern India: VasantPalshikar
9. Comprehensive history of Political Thought- N. Jaypalan
10. Secularism in Multi- Religious Indian Society- RuchiTyagi
11. Foundation of Indian Political Thought: An interpretation- V. R.Mehta
12. Indian Nationalism- N.N. Gupta
13. On Liberty-J.S.Mills

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TYPE OF COURSE : MIC-4
NAMEOFTHE COURSE : SOCIAL THOUGHT OF DR. AMBEDKAR
MARKS : 100 (70+30)
CREDITS : 3

Course Objectives:

1. To understand the social back ground of Indian society and critique the social stratification, Varnaand caste system.
2. To describe the Dr.Ambedkar's the orison caste and to understand the method of annihilation of castes.
3. To discuss Dr. Ambedkar's movement for annihilation of untouchability and the measures suggested by him can be apply in real life.
4. To understand Dr. Ambedkar's concept of casteless society and support to reconstruction of Indian society.

Course outcome:

1. Students will be able to understand the caste system and its consequences on Indian Society.

2. Students will also get acquainted with the view of Ambedkar on caste and what does a casteless society holds in itself.

Course Content:

Unit	Content	Periods
Unit-I	**Social Background of Indian Society -** d) Social Stratification- Concept, Characteristics and Types. e) VarnaSystem-NatureandTypes. f) CasteSystem-Natureand Types.	8
Unit-II	**Dr. Ambedkar Theories on Caste-** e) Theory of Origin of Caste. f) Structure of Caste. g) Caste-ClassTheory. h) Annihilation of Caste.	8
Unit-III	**Dr. Ambedkar Theories on Untouchability-** c) Nature of Untouchability. d) Theory of 'Broken Man'. e) Theories of Origin of Untouchability. f) Annihilation of Untouchability.	8
Unit-IV	**Dr. Ambedkar and Reconstruction of Society-** c) CasteLessSociety. d) ReconstructionofSocialStructure.	6

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Course Material/Learning Resources

Text books:Reference Books:

1. रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।
2. जाटव, डी.आर.:– राष्ट्रीय आन्दोलन में डॉ. अम्बेडकर की भूमिका, जयपुर।
3. Dr. Babasaheb Ambedkar Writingand Speeches Vol. 1,3,5,7,9,17, Education Dept., Govt. of Maharashtra.
4. Jatav, D.R. –Social Philosophy of Dr.Ambedkar.
5. Mechael Mahar-Untochables in contemporary India.
6. Rajshekhar,V.T.-Dalits-The Black Untouchables of India, Clarity Press Atlanta, U.S.A.

TYPE OF COURSE : AEC-4
NAMEOFTHE COURSE : Course on NCC/NSS, NGOs/Social Service/Scout &Guide /Sports
MARKS : 100 (70+30)
CREDITS : 2

Syllabi as per University/College Decision

SEMESTER-V

Sl. No.	Name of Course	Type of Courses	L-T-P	Credit	Marks
1.	Religious Thought of Dr. Ambedkar	MJC-8	5-1-0	5	100
2.	Community Organization	MJC-9	5-1-0	**5**	100
3.	Religious Thought of Dr. Ambedkar	MJC-5	3-1-0	3	100
4.	Community Organization	MJC-6	3-1-0	3	100
5.	Internship	INT-1	-	4	100
Total Credit-20					

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TYPE OF COURSE : MJC-8
NAMEOFTHE COURSE : Religious Thought of Dr. Ambedkar.
MARKS : 100 (70+30)
CREDITS : 5

Course Objectives:

1. Explain the Dr.Ambedkar's thought on relgion and define the relationship between religio, individual and society.
2. To understand the critique of Vedic literature by Dr. Ambedkar.
3. Discuss the different between religion and Dhama and identify what is needed in the present.
4. The humanity and science of Dhamma can be understood by considering the reasons behind Dr. Ambedkar's acceptance of Buddha Dhamma. Similarly, the comparision between Buddha and Karl Marx made by Dr. Ambedkar can be Studied.

Course Outcome:

1. Student will be able to understand the concept, purpose and morality of religion according to Ambedkar.
2. Students will be able to know Ambedkar's religious Converstions.

Unit	Content	Periods
Unit-I	**Dr. Ambedkar on Religion -** a) Definitions of Religion. b) Philosophy of Religion. c) Relations between Religion, Man and Soiciety.	10
Unit-II	**Criticism of Dr. Ambedkar on Vedie Literature-** a) Vedic Religion and Its Social Implications. b) Critique of Hindu Scriptures. c) Religious Sanctity of Varna and Caste.	10
Unit-III	**Religiona and Dhamma-** a) Concept and Purose of Religion (Dharma) and Dhamma b) Statues of Maorality in Religion (Dharma) and Dhamma	10
Unit-IV	**Dr. Ambedkar's Religious Conversion-** a) Buddhism and Humanity. b) Buddhism and Science	10
Unit-V	a) Buddhism and Karl Marx b) Dhammachakra Pravartan, 22 Pratigya and Speech of Dr. Ambedkar	10

Course Material / Learning Resources

Text books:

Reference Books:

1. रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।
2. जाटव, डी.आर.:– डॉ. अम्बेडकर के समाजिक विचार, जयपुर।
3. Ambedkar, B.R.-The Buddha And His Dhamma, Siddharth College Publication, Bombay, 1957
4. Ahir, D.C.-Revival of Buddhism.

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TYPE OF COURSE :MJC-9
NAMEOFTHE COURSE : COMMUNITY ORGANISATION
MARKS : 100 (70+30)
CREDITS : 5

Objectives:

1. To understand the concept of Community and Community organisation.
2. To understand Community and Power Dynamics.
3. To understand different models and approaches in Community Organization
4. To understand strategies in Community Organisation.

Course Outcome:

1) Able to understand the community, its structure and various aspects.
2) Capable to understand the methodology, tools, technique sand skills to work directly in the society.

Course Content:

Unit	Content	Periods
UnitI	**Understanding Community** a. Concept of community: Perspective of Community-Geographical and functional community. b. Functions of community .	10
Unit-II	**Community Dynamics:** a. Understanding community power structure. Relevance of power in community organisation. b. Community Empowerment and barriers of empowerment. c. Capacity building through community participation	10
Unit-III	**Community organization as a Practice** a. Community Organization: Meaning and Definition, Objectives of Community Organization. b. Principles of Community Organization. Models of Community c. Organisation d. Processes in Community Organisation: Steps and applications. e. Historical Development of Community Organisation.	10
Unit-IV	**Strategies in Community Organization:** a. Strategies in Community Organization. Participatory Approaches and related techniques, b. Formation and capacity building of the marginalized groups, Committee formation, leadership and cadre building and networking. Skills of an effective community organiser.	10
Unit-V	**Application of Community Organization:** a) Community Organization with rural and urban communities. b) Community Organization with vulnerable Communities. c) Role of Community Worker	10

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REFERENCES:

1. Arora R.K(ed) 1979, People Participation in Development Process: Essays in honour of B, Mehta Jaipur: The HCM State Institute of Public Administration.
2. Dandavate, M. 1977, Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
3. P.D Misra, Social Work-Philosophy and Method sinter-India Publications, New Delhi.
4. Zubair Meenai., Participatory Community Work: Concept Publishing Company, New Delhi.
5. Gangrade, K. D. 1971, Community Organisation in India, Bombay, Popular Prakashan.
6. Siddiqui, H. Y. 1997, and Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
7. Yadav.C.P.2007, Encyclopedia of Social Work and community Organisation, Anmol Publication, New Delhi
8. Polson and Sanderson. 1979, Rural Community Organisation, New York: John Wiley and Sons.
10. Ross Murray G.1967,Community Organisation:Theory,Principles and practice,New York
11. Herper,E.B.andA.Dunham.Community Organisation in Action. New York:Association Press,1959
12. Amit, H.R. Participatory Approaches to Development. Mangalore: Institute for Social Development, 2000.
13. Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell
14..Gandhi, M. K. Sarvodaya (I'he Welfare of All), Ahmedabad: Navjivan Publishing House.

Journals:

1. Participative Development. Centre for Social Research and Development.
2. Journal of Social Work and Development Issues. Udaipur School

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TYPE OF COURSE **: MIC-5**
NAMEOFTHE COURSE **: Religious Thought of Dr. Ambedkar.**
MARKS **: 100 (70+30)**
CREDITS : 3

Course Objectives:

1. Explain the Dr.Ambedkar's thought on relgion and define the relationship between religio, individual and society.
2. To understand the critique of Vedic literature by Dr. Ambedkar.
3. Discuss the different between religion and Dhama and identify what is needed in the present.
4. The humanity and science of Dhamma can be understood by considering the reasons behind Dr. Ambedkar's acceptance of Buddha Dhamma. Similarly, the comparision between Buddha and Karl Marx made by Dr. Ambedkar can be Studied.

Course Outcome:

1. Student will be able to understand the concept, purpose and morality of religion according to Ambedkar.
2. Students will be able to know Ambedkar's religious Converstions.

Unit	**Content**	**Periods**
Unit-I	**Dr. Ambedkar on Religion -** a) Definitions of Religion. b) Philosophy of Religion.	8
Unit-II	**Criticism of Dr. Ambedkar on Vedie Literature-** a) Vedic Religion and Its Social Implications. b) Critique of Hindu Scriptures. c) Religious Sanctity of Varna and Caste.	8
Unit-III	**Religiona and Dhamma-** a) Concept and Purose of Religion (Dharma) and Dhamma b) Statues of Maorality in Religion (Dharma) and Dhamma	8
Unit-IV	**Dr. Ambedkar's Religious Conversion-** a) Buddhism and Humanity. b) Buddhism and Science	6

Course Material / Learning Resources

Text books:

Reference Books:

1. रजक, डॉ. संजय कुमार– डॉ. अम्बेडकर जीवन और दर्शन, सम्यक प्रकाशन नई दिल्ली।
2. जाटव, डी.आर.:– डॉ. अम्बेडकर के समाजिक विचार, जयपुर।
3. Ambedkar, B.R.-The Buddha And His Dhamma, Siddharth College Publication, Bombay, 1957
4. Ahir, D.C.-Revival of Buddhism.

TYPE OF COURSE : **MIC-6**
NAMEOFTHE COURSE : **COMMUNITY ORGANISATION**
MARKS : **100 (70+30)**
CREDITS : **3**

Objectives:

1. To understand the concept of Community and Community organisation.
2. To understand Community and Power Dynamics.
3. To understand different models and approaches in Community Organization
4. To understand strategies in Community Organisation.

Course Outcome:

1) Able to understand the community, its structure and various aspects.
2) Capable to understand the methodology, tools, technique sand skills to work directly in the society.

Course Content:

Unit	Content	Periods
Unit-I	**Understanding Community** a. Concept of community: Perspective of Community-Geographical and functional community. b. Functions of community.	8
Unit-II	**Community Dynamics:** a. Understanding community power structure. Relevance of power in community organisation. b. Community Empowerment and barriers of empowerment. c. Capacity building through community participation	8
Unit-III	**Community organization as a Practice** a. Community Organization: Meaning and Definition, Objectives of Community Organization. b. Principles of Community Organization. Models of Community c. Organisation d. Processes in Community Organisation: Steps and applications. e. Historical Development of Community Organisation.	8
Unit-IV	**Strategies in Community Organization and Application of Community Organization:** a. Strategies in Community Organization. Participatory Approaches and related techniques, b. Community Organization with rural and urban communities. c. Community Organization with vulnerable Communities. d. Role of Community Worker	6

REFERENCES:

1. Arora R.K(ed) 1979, People Participation in Development Process: Essays in honour of B,MehtaJaipur:The HCM State Institute of Public Administration.

2. Dandavate, M. 1977, Marx and Gandhi, Bombay: Popular PrakashanPvt. Ltd.

3. P.D Misra, Social Work-Philosophy and Method sinter-India Publications, New Delhi.

4. ZubairMeenai., Participatory Community Work: Concept Publishing Company, New Delhi.

5. Gangrade, K. D. 1971, Community Organisation in India, Bombay, Popular Prakashan.

6. Siddiqui, H. Y. 1997, and Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.

7. Yadav.C.P.2007, Encyclopedia of Social Work and community Organisation, Anmol Publication, New Delhi

8. Polson and Sanderson. 1979, Rural Community Organisation, New York: John Wiley and Sons.

10.Ross Murray G.1967,Community Organisation:Theory,Principles and practice,New York

11.Herper,E.B.andA.Dunham.Community Organisation in Action. New York:Association Press,1959

12. Amit, H.R. Participatory Approaches to Development. Mangalore: Institute for Social Development, 2000.

13. Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell

14..Gandhi, M. K. Sarvodaya (I'he Welfare of All), Ahmedabad: Navjivan Publishing House.

Journals:

1.Participative Development. Centre for Social Research and Development.

2.Journal of Social Work and Development Issues. Udaipur School

SEMSTER-VI

Sl. No.	Name of Course	Type of Course	L-T-P	Credit	Marks
1	Educational Thought of Dr. Ambedkar	MJC-10	4-1-0	4	100
2	Dr. Ambedkar on Indian Constition	MJC-11	5-1-0	5	100
3	Social Action and Social Movements	MJC-12	5-1-0	5	100
4	Educational Thought of Dr. Ambedkar	MIC-7	3-1-0	3	100
5	Dr. Ambedkar on Indian Constitution	MIC-8	3-1-0	3	100
TotalCredit- 20					

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TYPE OF COURSE : MJC-10
NAME OF THE COURSE : EDUCATIONAL THOUGHT OF DR. AMBEDKAR
MARKS : 100 (70+30)
CREDITS : 4

Course Objectives:

1. To understand the educational condition in Vedic to colonial India
2. To discuss the Dr. Ambedakar's thoughts on primary and higher education and also women education
3. To understand the criticism of traditional Indian education system by Dr. Ambedkar.
4. To understand the history of the educational institutions established by Dr. Ambedkar.

Course Outcome:

1) Students will be able to understand Ambedkar's perspective on Indian education.
2) Students will get to know about the history of Education in India of ancient, pre-colonial and colonial era.

Course Content:

Unit	Content	Periods
Unit-I	History of Education - a) Education System in Vedic Period b) Buddhist Period c) Education in Pre-Colonial and Colonial India	8
Unit-II	Dr. Ambedkar on Education - a) Primary and Higher Education.	8
Unit-III	Dr. Ambedkar on Education a) Women Education	8
Unit-IV	Dr. Ambedkar and Indian Educational System - a) Critique b) Message for Students and Teacher	8
Unit-V	Educational Institutes - a) Peoples Education Society - Aims and Objectives b) Various Faculties	8

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REFERENCES:

1) Dr. Babasaheb Ambedkar Writing and Speeches Vol. II, Education Dept., Govt. of Maharashtra, Mumbai.
2) Altekar, A.S. - Ancient Education.

Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

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TYPE OF COURSE : MJC-11
NAME OF THE COURSE : DR. AMBEDKAR ON INDIAN CONSTITUTION
MARKS : 100 (70+30)
CREDITS : 5

Course Objectives:

1. To understand the nature of western constitutionalism from the point of view of Dr. Ambedkar.
2. To discuss the Ambedkar's contribution in the making of Indian Constitution.
3. To interpret Dr. Ambedkar is called the Architecture of the Indian Constitution.
4. To understand the values of the Indian Constitution and to discuss the ways to establish democracy in India.

Course Outcome:

1. Students will be able to know the constitutional thought of Dr. Ambedkar
2. Students will know about the development and making of the Indian Constitution.
3. Students will know about the content o the Indian Constitution

Course Content:

Unit	Content	Periods
Unit I	**Contemporary Constitutional Thought and Dr. Ambedkar -** a. Dr. Ambedkar's Critique of Western Constitutionalism	10
Unit-II	**Development of Indian Constitution and Dr. Ambedkar –** a) South borough Commission to Poona Pact. b) Need to Realize Social and Economic Democracy through Constitution.	10
Unit-III	States and Minorities as Dr. Ambedkar's Blue Print of Indian Constitution.	10
Unit-IV	**Making of Indian Constitution -** a) Structure of Constituent of Assembly. b) Dr. Ambedkar as an Architecture of Indian Constitution.	10
Unit-V	**Outline of Indian Constitution -** a) Democracy and Federalism b) Constitution as a mean to establish Liberty, Equality and Justice i. Protection fundamental rights of individuals and deprived classes-social and educational backwards sections. ii. Directive Principles and Policy of Positive Discrimination.	10

REFERENCES:

1) Dr. Babasaheb Ambedkar Writings and Speeches, Vol. Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant:
Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

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TYPE OF COURSE : **MJC-12**
NAME OF THE COURSE : **Social Action and Social Movements**
MARKS : **100 (70+30)**
CREDITS : **5**

Course Objectives:

- Understanding conceptual issues in defining social action and social movements.
- Acquaint students with various theoretical perspectives on social movement.
- Understanding various conventional and contemporary approaches to social work.

Course Outcome:

1) Familiarise with the process of social action and movements.
2) Capable to understand the fundamental concepts for application of social action in addressing the social issues.

Course Content:

Unit	Content	Periods
Unit-I	**Understanding Social Action** 1.1: Social action: Concept and meaning. 1.2: Models and strategies of social action. 1.3: Social action and social change.	10
Unit-II	**Social Work and Social Action** 2.1: Radical social work practice 2.2: Structural Social Work practice. 2.3: Critical Social Work practice.	10
Unit-III	Approaches of Social Action 3.1 : Concept of conscientization and critical awareness. 3.2 : Paulo Friere and Saul Alinskey□s contribution to Social Action. 3.3: Gandian and Ambedkar approach to Social Action and movement.	10
Unit-IV	Social Movements 4.1: Social Movements: Concept, nature, componentsand stages. 4.2: Contemporary Movements: Telangana and Naxalbari.	10
Unit-V	Classification of Social Movements: Peasant, Women, Dalit, Tribal, J.P.movementand environmental movements in India.	10

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REFERENCES:

Classic Readings:

i. Alinskey, S. (1989) Rules for Radicals: A Practical Primer for Realistic Radicals.New York : Vintage Books,.

ii. Bailey, R& Brake, M. (1975) Radical Social Work, London:Edward Arnold,. pp 1-11, 53-61, 76-95.

iii. Freire, P (2005) Pedagogy of the Oppressed.New York : Continuum,. pp 43-100

iv. Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action.The Social Review, 49(1), 1-14.

v. Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.

vi. Compulsory Readings:

vii. Katherinevan W., Laura K., & Cindy J.(2012) Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA: CSWE Press

viii. Porta D.D. & Diani, M. (Eds) (2015). The Oxford Handbook of Social Movements.New York: Oxford University Press

ix. Shah, G. (2002) Social Movements and the State,New Delhi:Sage Publications.

x. Singh, R. (2001) Social Movements, Old and New:A post- Modern Critique.NewDelhi:Sage Publications.

Additional Readings:

i. Berger, S. &Nehring, H. (Eds.)(2017). The History of Social Movements in Global Perspective, A Survey. London: Palgrave Macmilian.

ii. Domeilli, L. (2002) Anti Oppressive Social Work ; Theory And Practice. Basingstoke, UK: Macmillan Publications.

iii. Laird, S. (2007) Anti Oppressive Social Work. London: Sage Publications.

iv. Lakshmanna, C. &Srivastava,R. (1990), Social Action and Social Change. Delhi: Ajanta Publications.

v. Langman, M. Lee, P (Eds) (1989) Radical Social Work.Boston: UnwinHyman.

vi. Shabbir. M. (Eds)(2017).Ambedkar on law constitution and social justice.Jaipur: Rawat Publications .

vii. Singh A. (eds) (2019)Relevance of Dr Ambedkar in modern India. New Delhi: Century Publications.

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TYPE OF COURSE : MIC-7
NAME OF THE COURSE : EDUCATIONAL THOUGHT OF DR. AMBEDKAR
MARKS :100 (70+30)
CREDITS : 3

Course Objectives:

1.To understand the educational condition in Vedic to colonial India
2.To discuss the Dr. Ambedakar's thoughts on primary and higher education and also women education
3.To understand the criticism of traditional Indian education system by Dr. Ambedkar.
4.To understand the history of the educational institutions established by Dr. Ambedkar.

Course Outcome:

1. Students will be able to understand Ambedkar's perspective on Indian education.
2. Students will get to know about the history of Education in India of ancient, pre-colonial and colonial era.

Course Content:

Unit	Content	Periods
Unit I	History of Education - a) Education System in Vedic Period b) Buddhist Period c) Education in Pre-Colonial and Colonial India	8
Unit-II	Dr. Ambedkar on Education - a) Primary and Higher Education. b) Women Education	6
Unit III	Dr. Ambedkar and Indian Educational System - c) Critique d) Message for Students and Teacher	8
Unit IV	Educational Institutes - c) Peoples Education Society - Aims and Objectives d) Various Faculties	8

REFERENCES:

1)Dr. Babasaheb Ambedkar Writing and Speeches Vol. II, Education Dept., Govt. of Maharashtra, Mumbai.
2)Altekar, A.S. - Ancient Education.

Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant:
Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

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TYPE OF COURSE : MIC- 8

NAME OF THE COURSE : DR. AMBEDKAR ON INDIAN CONSTITUTION

MARKS : 100 (70+30)

CREDITS : 3

Course Objectives:

1) To understand the nature of western constitutionalism from the point of view of Dr. Ambedkar.
2) To discuss the Ambedkar's contribution in the making of Indian Constitution.
3) To interpret Dr. Ambedkar is called the Architecture of the Indian Constitution.
4) To understand the values of the Indian Constitution and to discuss the ways to establish democracy in India.

Course Outcome:

1. Students will be able to know the constitutional thought of Dr. Ambedkar
2. Students will know about the development and making of the Indian Constitution.
3. Students will know about the content of the Indian Constitution.

Course Content:

Unit	Content	Periods
Unit I	**Contemporary Constitutional Thought and Dr. Ambedkar** a) Dr. Ambedkar's Critique of Western Constitutionalism	6
Unit-II	**Development of Indian Constitution and Dr. Ambedkar –** a) South borough Commission to Poona Pact. b) Need to Realize Social and Economic Democracy through Constitution. c) States and Minorities as Dr. Ambedkar's Blue Print of Indian Constitution.	10
Unit III	**Making of Indian Constitution -** a) Structure of Constituent of Assembly. b) Dr. Ambedkar as an Architecture of Indian Constitution.	6
Unit IV	**Outline of Indian Constitution -** a) Democracy and Federalism b) Constitution as a mean to establish Liberty, Equality and Justice i. Protection fundamental rights of individuals and deprived classes-social and educational backwards sections. ii. Directive Principles and Policy of Positive Discrimination.	8

REFERENCES:

1) Dr. Babasaheb Ambedkar Writings and Speeches, Vol. Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant:
Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

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SEMESTER-VII

Sl. No.	Name of Course	Type of Course	L-T-P	Credit	Marks
1	Dr. Ambedkar on Human Rights	MJC-13	5-1-0	5	100
2	Social Work Research	MJC-14	5-1-0	5	100
3	Economic Thought of Dr. Ambedkar	MJC-15	6-1-0	6	100
4	Dr. Ambedkar on Human Rights	MIC-9	4-1-0	4	100
Total Credit- 20					

TYPE OF COURSE : MJC-13
NAME OF THE COURSE : DR. AMBEDKAR ON HUMAN RIGHTS
MARKS : 100 (70+30)
CREDITS : 5

Course Objectives:

1) To understand the meaning, nature and scope of human rights and discuss its origin and historicaldevelopment.
2) To understand the human rights in social aspect with relate to caste, women liberation, child, tribes and education.
3) To understand the human rights in economical aspect with relate to labour, landless labour and industrial worker.
4) To discuss the provision of human rights in Indian Constitution and apply in society.

Course Outcome:

1) Students will be able to know the contributions of Dr. B.R. Ambedkar towards Human Rights.
2) Students will also know about the various laws on Human Rights.

Course Content:

Unit	Content	Periods
Unit-I	**Introduction to Human Rights -** a) Meaning, Nature and Scope of Human Rights. b) Origin and Historical Development of Human Rights.	10
Unit-II	**Social Aspect -** a) Caste and Human Rights b) Women Liberation c) Child d) Tribes e) Education	10
Unit-III	**Economic Aspect -** a) Labour b) Landless Labour c) Restructuring of the Ownership of Land and Industries.	10
Unit-IV	**Human Rights and Indian Constitution -** a) Constitutional Safeguard. b) Legal Provision:	10
Unit-V	**Indian Constitution -** a) Protection of Civil Rights Act, 1956 b) Prevention of Atrocities (SCs and STs) Act, 1989 Amendment (2015) c) Protection of Human Rights Act.	10

REFERENCES:

Reference Books:

1. Dr. Babasaheb Ambedkar Writings and Speeches, Vol.
2. Das, Bhagwan - Thus Spoke Ambedkar, Vol. 1-4,
3. Suman, R. D., (Edited) - Dr. Ambedkar Pioneer of Human Rights, New Delhi, 1977 Weblink to Equivalent MOOC on SWAYAM if relevant:
4. Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant

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TYPE OF COURSE : **MJC-14**
NAME OF THE COURSE : **SOCIAL WORK RESEARCH**
MARKS : **100 (70+30)**
CREDITS : **5**

Course Objectives:

1. Understand the need for Scientific Approach to human inquiry in place of common sense approach.
2. Conceptualize and formulate a simple research project, Prepare and administer of simple tools of date collection and Report writing skills.
3. Develop and understanding of Statistics, simple statistical tools and learn to use these.

Course Outcome:

1) Capable to understand the application of scientific methods of social research.
2) Able to demonstrate skills in applying quantitative research techniques.

Course contents:

Unit	Content	Periods
Unit I	**Social Work Research and Social Research:** Concept, objectives. Importance of Social Work Research. Types of Social Research, Difference between Social Science Research and Social Work research. Social Work Research as a method of social work.	10
Unit-II	**Basic Steps and Concepts in Social Work Research:** Steps in Social Work Research: Identification of Research Problems, Review of Literature, Statement of Problems, conceptualization objectives, Hypothesis, Developing Research Tools, Sample, Data Collection, Data Processing, and Analysis, Presentation of results and report	10
Unit -III	**Research Designs:** Research Designs: Case studies, survey (exploratory and explanatory) Descriptive Experimental (natural or post- facto, quasi, field and laboratory)	10
Unit- IV	**Research Tools:** Research Tools: Observation, Interview Schedule, Interview Guide/ Checklist Questionnaire, Methods of Data Collection: Observation and interview, Sources of data: Primary and Secondary – Published and Unpublished Universe and Sampling: Need, types and Procedures – Determination of sample size.	10
Unit -V	**Statistics:** Meaning of statistics, Computing percentages and Measures of Central Tendency –Arithmetic Mean, Mode and Median. Measure of Variation-Range, Standard Deviation. Computer application and Social Work Research.	10

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REFERENCES:

1. Aggarwal, Y.P: Statistical Methods, Sterling Publishers Pvt.Ltd. Bangalore, 1988.
2. Goode, W.J. and Hatt, P.K: Methods in Social Research, McGraw Hill, New York, 1962.
3. Gupta, S.P: Statistical Methods, Sultanchand and Sons, New Delhi, 1984.
4. Kothari, C.R: Research Methodology – Methods and Techniques, Second Edition, Wishwa Prakashan, New Delhi, 1990.
5. Krishnaswamy, O.R: Methodology of Research in Social Sciences, Himalaya Publishing House, Bombay, 1993.
6. Lal das, D.K: Practice of Social Research, - Social Work Perspective, Rawat Publications, Jaipur, 2000.
7. McMillan: Statistical Methods for Social Workers, University of Chicago Press, Chicago, 1952.
8. Moser, C.A and Kalton, G: Survey Methods in Social Investigation, ELBS and Heinemann, London Educational Books, 1974.
9. Polansky, N.A(Ed): Social Work Research, University of Chicago, Chicago, 1960.
10. Raj, Hans: Theory and Practice in Social Work Research, Surjeet Publications, Delhi, 1987.
11. Ramachandran, P: Issues in Social Work Research in India, Tata Institute of Social Sciences, Bombay, 1990.
12. Thakur, Devendra: Research Methodology in Social Sciences, Deep and Deep Publications, New Delhi, 1988.

TYPE OF COURSE : **MJC-15**
NAME OF THE COURSE : **ECONOMIC THOUGHT OF DR. AMBEDKAR**
MARKS : **100 (70+30)**
CREDITS : **6**

Course Objectives:

1. To develop an understanding of the economic philosophy of Ambedkar
2. To develop an understanding of influence of Economic Thought of Ambedkar on other thinkers
3. To develop an understanding of Ambedkar's approach to Economic Development and Planning.
4. To develop an understanding of Ambedkar's view on Currency and Finance of India.

Course outcome:

1) Students will be able to know about the Economic Contribution of Ambedkar.

Course contents:

Unit	Content	Periods
Unit-I	**Influences of Ambedkar's Economic Thought on** a) Ranade b) Gandhi c) Seligman d) Marx	12
Unit-II	**Ambedkar's Economic Ideas** a) Salient Features of Ambedkar's EconomicThought, b) Economics of Caste System, c) Social Theory of Labour.	12
Unit-III	**Ambedkar's Approach to Economic Development And Planning** a) Agriculture and Economic Development : Size of Land Holdings, Industrialisation and Economic Development b) Education and Economic Development c) Theory of State Socialism d) Social Justice and Economic Development	12
Unit-IV	**Currency and Finance** a) Ambedkar's View on b) Insurance c) Currency Problems d) Provincial Finance	12
Unit-V	**Social Security and Social Welfare** Ambedkar's Contribution in the field of Social Security and Social Welfare	12

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REFERENCES:

Books Recommanded :

1. The Economic Thought of B.R.Ambedkar- D.R.Jatav.
2. Dynamics of Ambedkar Ideology - D.R.Jatav
3. Ancient Indian Commerce - B.R.Ambedkar.
4. National Dividend in India : A Historical and Analytical Study - B.R.Ambedkar.
5. Provincial Decentralisation of Imperial Finance in British India - B.R.Ambedkar.
6. Dr.B.R.Ambedkar Economic Writings Vol. III (ed.)-K.L.Chancharik.
7. Dr. Baba Saheb Ambedkar- Writings and Speeches. Vol. 6
8. Report of Royal Commission in Indian Currency & Finance.
9. History of Indian Currency and Banking, Vol.-I - B.R.Ambedkar.
10. Currency Inflation and Public Debt - ERA Saligman.
11. Inequality Re-examined - Amartya Sen.
12. Ambedkar and Nation- Building (Ed.) Shyam Lal - K.S.Saxena.

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TYPE OF COURSE : MIC- 9

NAME OF THE COURSE : DR. AMBEDKAR ON HUMAN RIGHTS

MARKS : 100 (70+30)

CREDITS : 4

Course Objectives:

1) To understand the meaning, nature and scope of human rights and discuss its origin and historical development.
2) To understand the human rights in social aspect with relate to caste, women liberation, child, tribes and education.
3) To understand the human rights in economical aspect with relate to labour, landless labour and industrial worker.
4) To discuss the provision of human rights in Indian Constitution and apply in society.

Course Outcome:

1) Students will be able to know the contributions of Dr. B.R. Ambedkar towards Human Rights.

2) Students will also know about the various laws on Human Rights.

Course Content:

Unit	Content	Periods
Unit-I	**Introduction to Human Rights -** a) Meaning, Nature and Scope of Human Rights. b) Origin and Historical Development of Human Rights	8
Unit-II	**Social Aspect -** a) Caste and Human Rights b) Women Liberation c) Child d) Tribes e) Education	8
Unit-III	**Economic Aspect -** a) Labour b) Landless Labour c) Restructuring of the Ownership of Land and Industries.	8
Unit-IV	**Human Rights and Indian Constitution -** a) Constitutional Safeguard. b) Legal Provision:	8
Unit-V	**Indian Constitution -** a) Protection of Civil Rights Act, 1956 b) Prevention of Atrocities (SCs and STs) Act, 1989 Amendment (2015) c) Protection of Human Rights Act.	8

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REFERENCES:

Reference Books:

1) Dr. Babasaheb Ambedkar Writings and Speeches, Vol.

2) Das, Bhagwan - Thus Spoke Ambedkar, Vol. 1-4,

3) Suman, R. D., (Edited) - Dr. Ambedkar Pioneer of Human Rights, New Delhi, 1977 Weblink to Equivalent MOOC on SWAYAM if relevant:

Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant

SEMESTER–VIII

Sl. No.	Name ofCourse	Type of Course	L-T-P	Credit	Marks
1	Social Policy and Planning	MJC-16	4-1-0	4	100
2	Economic Thought of Dr.Ambedkar	MIC-10	4-1-0	4	100
3	Research Project /Dissertation	RP-1		12	100
TotalCredit- 20					

TYPE OF COURSE **:MJC-16**
NAMEOFTHE COURSE **: SOCIAL POLICY AND PLANNING**
MARKS **: 100 (70+30)**
CREDITS **: 4**

Course Objectives:

1. Develop understanding of social policy and social planning.
2. Understand the concept, process, indicators and determinants of social development.
3. Develop capacity to formulate strategies necessary for social development.

Course Outcome:

1) Familiarise with the process of social action and movements.
2)Capable to understand the fundamental concepts for application of social action in addressing the social issues.

Course Content:

Unit	Content	Periods
Unit-I	**Understanding Social Policy** 1.1Social policy: Concept, significance andscope 1.2 Principles and models of social policy 1.3 Social Policy and Indian Constitution	8
Unit-II	**Social Planning** 2.1 Social Planning: Concept, scope, principles and types 2.2 Inter-relationship between social policy, planning and development 2.3 Planning Commission, NitiAayog, Five Year Plans and social planning in India	10
Unit-III	**Introduction to Social Development** 3.1 Social Development: Concept: Dimensions, prerequisites,strategies andindicators	6
Unit- IV	**Models and Factors of Development:** 4.1 Models of Development: Capitalism, socialism and mixed economy. 4.2 Factors of Development: Economic, social, cultural, political; sustainabledevelopment; MDGs and SDGs	6
Unit-V	**Understanding Human Development** 5.1 Human Development: Concept, definition, objectives and indicators 5.2UNDP and Human Development, Human Development Index (HDI) 5.3Approaches to Human Development	10

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REFERENCES:

Reading List:

Classic Readings:

- Booth, D. (1994). Rethinking Social Development.London :Longman.
- Gore, M.S. (1973).Aspects of Social Development. Bombay: TISS.
- Kulkarni, P.D. &Nanavatty, M.C. (1997). Social Issues in Development.Delhi:Uppal Publications.
- Midgley, J. &Livermore M. (Eds.).2009.The handbook of Social Policy, USA: Sage Publications.
- Miles, I. (1985). Social Indicators for Human Development. London: Frances Pinter.
- Pathak, S.H. (2013)Social Policy, Social Welfare and Social Developmen. Bangalore: Niruta Publishers
- Titmuss, R. (1974) Social Policy.London: Routledge

Compulsory Readings:

- Alcock, P. Haux, T., May, M.& Wright, S. (eds.). (2016)The Student's Companion to Social Policy.(5th Ed.) Oxford: Blackwell /Social Policy Association
- Livingstone, A.(2011).Social Policy in Developing countries, UK: Routledge.
- McMichael, Philip. (2012). Development and Social Change: A Global Perspective (5th Edition).Thousand Oaks, CA:Sage Publications Inc.
- Midgley, J. (2014) Social Development: Theory and Practice. Thousand Oaks, CA: Sage Publications.

Additional Readings:

- Drez, J. &Sen, A. (2007). Indian Development. New Delhi: Oxford University Press.
- Ghai, D. (2000). Social Development and Public Policy: A Study of Some Successful Experiences. Geneva: UNRISD.
- Larrain, J. (2013)Theories of Development: Capitalism, Colonialism and Dependency.

  John Willey and Sons
- Peet, R. & Hartwick, E. (2015).Theories of development: Contentions, arguments, alternatives. NY, London: Guilford Publications
- Sikka, P. (2012).Planning in India: Scientific Developments with National Five-Year Plans.New Delhi: Uppal Publishing House.
- Sinha, R.K.& Das, D.K. (2000). Development Paradigms: Indian Development Experience. New Delhi:Deep and Deep Publishers.

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TYPE OF COURSE : **MIC-10**
NAME OF THE COURSE : **ECONOMIC THOUGHT OF DR. AMBEDKAR**
MARKS : **100 (70+30)**
CREDITS : **4**

Course Objectives:

1. To develop an understanding of the economic philosophy of Ambedkar
2. To develop an understanding of influence of Economic Thought of Ambedkar on other thinkers
3. To develop an understanding of Ambedkar's approach to Economic Development and Planning.
4. To develop an understanding of Ambedkar's view on Currency and Finance of India.

Course outcome:

1) Students will be able to know about the Economic Contribution of Ambedkar.

Course contents:

Unit	Content	Periods
Unit-I	**Influences of Ambedkar Economic Thought on** a) Ranade b) Gandhi c) Seligman d) Marx	8
Unit-II	**Ambedkar Economic Ideas** a) Salient Features of Ambedkar EconomicThought, b) Economics of Caste System, c) Social Theory of Labour.	8
Unit-III	**Ambedkar Approach to Economic Development And Planning** a) Agriculture and Economic Development : Size of Land Holdings, Industrialisation and Economic Development b) Education and Economic Development c) Theory of State Socialism d) Social Justice and Economic Development	8
Unit-IV	**Currency and Finance** a) Ambedkar View on b) Insurance c) Currency Problems d) Provincial Finance	8
Unit-V	**Social Security and Social Welfare** Ambedkar Contribution in the field of Social Security and Social Welfare	8

REFERENCES:

Books Recommanded :

1. The Economic Thought of B.R.Ambedkar- D.R.Jatav.
2. Dynamics of Ambedkar Ideology - D.R.Jatav
3. Ancient Indian Commerce - B.R.Ambedkar.
4. National Dividend in India : A Historical and Analytical Study - B.R.Ambedkar.
5. Provincial Decentralisation of Imperial Finance in British India - B.R.Ambedkar.
6. Dr.B.R.Ambedkar Economic Writings Vol. III (ed.)-K.L.Chancharik.
7. Dr. Baba SahebAmbedkar- Writings and Speeches. Vol. 6
8. Report of Royal Commission in Indian Currency & Finance.
9. History of Indian Currency and Banking, Vol.-I - B.R.Ambedkar.
10. Currency Inflation and Public Debt - ERA Saligman.
11. Inequality Re-examined - Amartya Sen.
12. Ambedkar and Nation- Building (Ed.) ShyamLal - K.S.Saxena.

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TYPE OF COURSE : RP -1
NAMEOFTHE COURSE : RESEARCH PROJECT/ DISSERTATION
MARKS : 100 (70+30)
CREDITS : 12

Course Objectives:

1. Give opportunity to apply research skills and techniques in the real social phenomena.
2. Help students to learn the research process and develop abilities to prepare research design in the realm of social work.
3. Familiarize students with collection of data, analysis and project report writing.

Course Outcome:

1) Capable to apply the research skills and techniques in the real social context.
2) Familiar with the collection of data, analysis and project report writing.

Assessment Methods

The evaluation of this research based dissertation/project shall be on the basis of:

Dissertation (research guide) 75 marks

Viva-Voce (External examiner) 25 marks